

DOCUMENT RESUME

ED 240 346

CE 038 259

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TITLE The Study of Work Handbook.
INSTITUTION Educational Improvement Center of Northwest New Jersey, Morris Plains.
SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE [83]
NOTE 64p.; For a related document, see CE 038 258. Several pages are marginally legible.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Career Choice; Career Development; *Career Education; Career Exploration; *Classroom Techniques; Community Resources; Decision Making Skills; *Education Work Relationship; *Experiential Learning; Guidelines; High Schools; Learning Activities; *Prevocational Education; Program Development; School Business Relationship; Teaching Methods; *Work Experience Programs
IDENTIFIERS Study of Work Project

ABSTRACT

This handbook provides suggestions for learning activities that teachers can use in providing an experience-based prevocational career education program such as the Study of Work Project that was conducted at Eastside High School in Paterson, New Jersey. The emphasis of the handbook is on developing connections between skill acquisition in the classroom and skill application in occupational settings. The guide is organized into four sections. The first section covers infusion of the study of work into regular classroom courses in subjects such as English, mathematics, and science. In the second section, ideas are provided for conducting classroom-based experiential learning about work roles. Some of the activities include the use of community resource people in making classroom presentations, peer teaching about personal work roles, career decision-making units, and team learning projects. The third section contains learning activities for a community-based approach to learning about work roles. Included are activities such as group visits to local work sites, small group learning projects in the community, and half-day shadowing experiences. The final section of the handbook contains information about setting up various types of internships for students. (KC)

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THE STUDY OF WORK
HANDBOOK

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Prepared for:
A Grant From
State of New Jersey
Dept. of Education
Div. of Vocational Ed.
and Career Preparation
FY 1983 SEMG 330

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THE STUDY OF WORK
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THE STUDY OF WORK

Outline

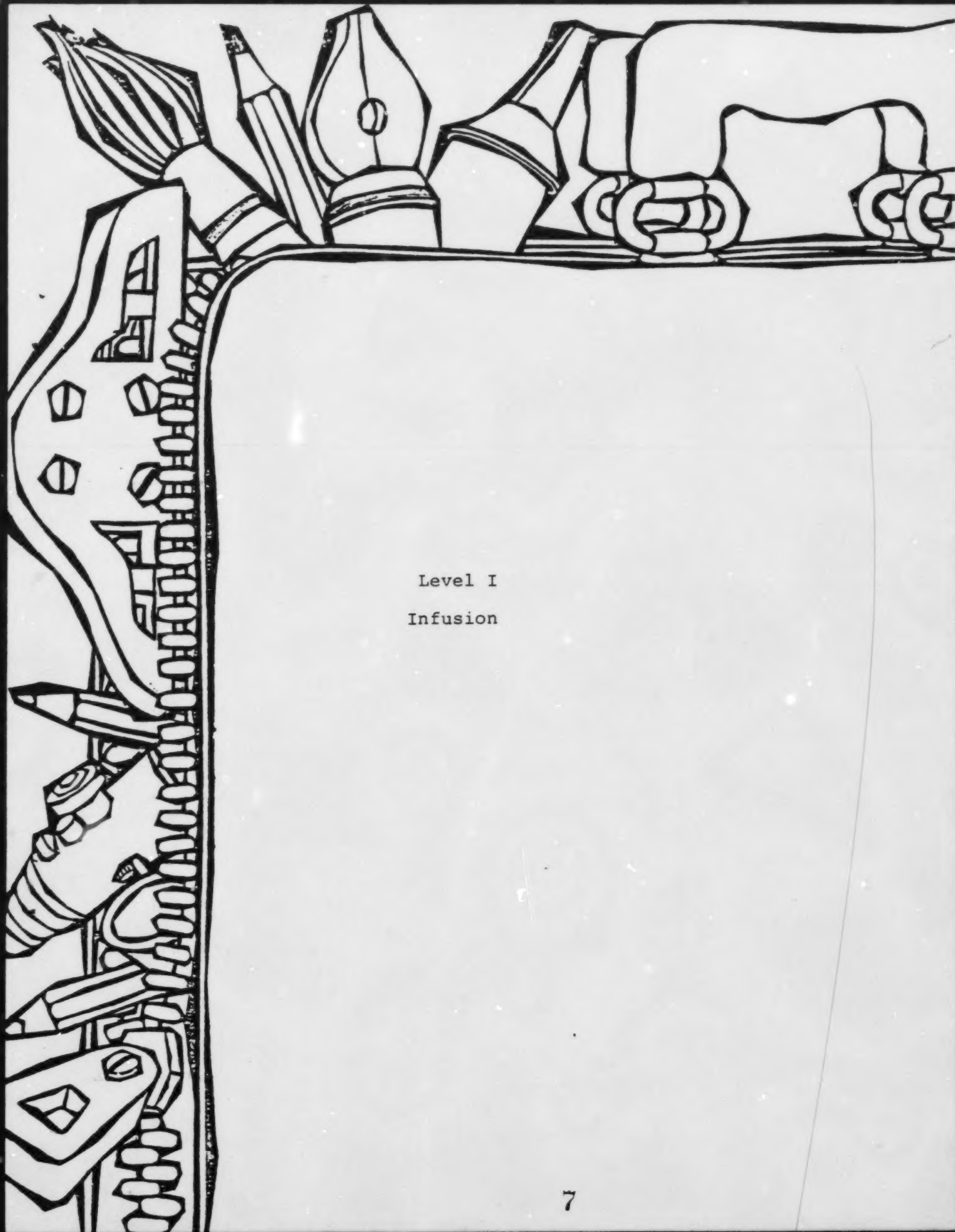
- Level I. Infusion of THE STUDY OF WORK
- Level II. Classroom - Based Experiential Learning About Work Roles
 - A. Innovative Use of Community Resource People
 - B. Peer Teaching About Personal Work Roles
 - C. Career Decision-Making Units
 - D. Team Learning Projects
- Level III. Community-Based Learning About Work Roles
 - A. Preparation for Community-Based Learning
 - B. Group Visits to Local Work Sites
 - C. Small Group Learning Projects in the Community
 - D. Half-Day Shadow Experiences
- Level IV. A Logical Extension

ACKNOWLEDGEMENTS

To express gratitude for the contributions and valued assistance I received in the creation of these materials, I wish to thank:

- * Bill Yakowicz, at EIC-NW
- * Audrey Favors, Vice Principal at Eastside High School.
- * Suzanne Carothers and Greg Julian, University of Washington, Seattle, Washington.
- * The students and staff at Eastside High School, Paterson, New Jersey.
- * Andrea Hunter, Northwest Regional Educational Laboratory, Seattle, Washington.
- * Art Greenburg, Principal, Beach Channel High School Rockaway Park, New York.

Nancy Mitchell



Level I
Infusion

In presenting the traditional curriculum, teachers can emphasize the relevance of the subject matter to work roles and refer to contributions made by individuals in work roles.

The following pages represent some of the activities that could be incorporated into existing lesson outlines and the classroom environment. This list is not an end all, it is constantly being updated and revised. If one reference per class period, as suggested, appears like it will take too much planning time, teachers can encourage the students to generate ideas. For example, assign one student a day to be responsible for coming up with a career-related activity.

Repetition and consistency are what will reinforce for the students that there is daily work and personal relevance to what we learn.

Subject department offices can maintain Infusion Activity Card Files to be shared amongst staff.

Infusion Activity Card	
COURSE TITLE _____	ESTIMATED TIME _____
UNIT TITLE _____	MATERIALS NEEDED _____
ACTIVITY: _____	

The list below represents a sampling of infusion activities that could be adapted to your lesson:

<u>Course Title</u>	<u>Time</u>	<u>Activity</u>
- Adaptable	10 min.	List all of the jobs that you saw on your way to school today, group them by career clusters.
- Adaptable	20 min.	Imagine you are 30 years old. Write a page describing a typical Thursday in your life.

- | | | |
|------------------|---------|--|
| - Adaptable | 10 min. | Write 5 leisure time activities and for each one, name a job that pays a salary for that same activity. ex: gardening -- landscaper. |
| - Adaptable | 10 min. | List 3 skills that you have and for each one list the job you'd seek if you wanted to get paid for that skill |
| - Science | 3 min. | Select one recent technological advance that relates to this unit and ask each student to come to class with a job title that is in the area. |
| - Math | 10 min. | Keep a budget of personal income and expenditures for one month. What kind of job should you seek to support your economic needs. |
| - Math | 10 min. | List as many jobs as possible that use geometry on a daily basis. Pick the most challenging and explain why? |
| - Language Arts | 10 min. | Bring in and explain one newspaper or magazine advertisement that displays "occupational stereo typing" |
| - Social Studies | 10 min. | Name the main political figure in the period of time we're discussing today. Now name a contemporary and list 3 ways their jobs are different due to changing times. |

THE STUDY OF WORK

Teaching Techniques for Infusion

- Bulletin board display,
- Audio visual supplementary activity: film strip, videotape, audio tape, TV show, song lyrics
- Short writing assignment
- Quotation from a person whose job uses the skills or topic taught today
- Questions that focus on jobs or careers that use the skill or concept or topic taught today
- Student generated questions about careers related to today's lesson
- Highlight two people, one man and one woman, who have made major contributions in an area related to today's lesson.
- Identify a job related to today's lesson and discuss:
 - * Whether it is "nontraditional" for men or for women
 - * Whether it might exist 50 years from now
 - * What it's most rewarding features is
 - * How many years of education are required
- Impromptu Role Play Situations

Bulletin Boards are terrific for career education infusion
here's how:

HIGHLIGHT
OCCUPATIONS

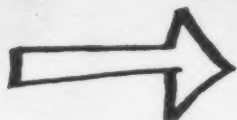
DISPLAY
STUDENT
REPORTS ON
CAREERS

COLLAGE OF
MAGAZINE
PHOTOS

HIGHLIGHT
2ND OCCUPATIONS
OF STAFF
MEMBERS

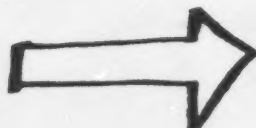
WALK THROUGH
OCCUPATIONAL
SKILLS

SEND FOR
BROCHURES
FROM
COMPANIES
TO DISPLAY



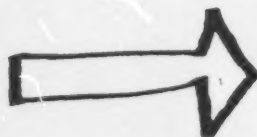
HOW TO FIND A "CATCHY" IDEA:

- Magazines
- T.V.
- Newspapers
- Posters, window displays, and billboards



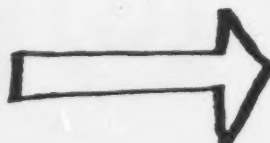
WHAT TO CONSIDER?

- Topic
- Do you want the board to teach? entertain? give recognition?
- What's your objective?
- Who is the audience?
- What's the **environment**? location? Surrounding colors?
- Am I saying too much? Can it be read quickly?



USE COLOR TO:

- Set the mood
- Tie your room together
- Stress warmth or coolness, (blue, green, and purple are "cool" colors,; red, yellow, and orange, are "warm" colors
- Stress the message



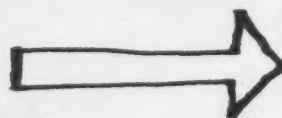
ACTION CAN:

- Have the readers eye move through the narrative
- Make the message more interesting
- Take the place of a word ("pictures speak louder than words")



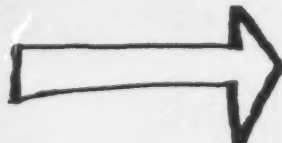
BALANCE WILL:

- Help with the layout of the bulletin board
- Be difficult at first but it's worth the effort
- Bring all of your shapes together



BORDERS CAN:

- Hold a bulletin board together
- Reinforce a motif
- Establish boundaries
- Give continuity to the bulletin board



Pointers:

- Share materials, recycle paper.
- Use 3D when possible, it adds interest.
- Experiment with materials: wrapping paper, aluminum foil, old books, magazines, and yarn
- Use a few (3 or 4) colors, too many are distracting.
- Suggestion is stronger than detail.
- Art work does not have to be realistic.
- Simple motion gives a direct message.
- When in doubt, use the minimum number of colors, shapes and words.

CAREER EDUCATION OR

how to fit into an already full curriculum another topic
..... without undue pain and agony

"No class time needed!"

- *** Use bulletin boards
- *** Establish independent "learning stations," with "problem boxes," activity boxes, etc.

Short bits of class time

- *** Warm-ups
- *** "Sponges" or "roll activities"
- *** Last few minutes of class time - LTM
- *** For those who finish early

Large Hunks of Time

- *** during days that could be a total loss of time, assemblies, snow days, early release, testing days, days before or after a long holiday or a major event.

Projects and Homework

- *** when a regular homework assignment isn't appropriate
- *** when a student could interview another student who is already working

Students as Researchers

- *** Mini- research projects can link course content to career interests.

Working Individually With Students To:

- *** Encourage non-sexist career planning
- *** Provide small group counseling sessions
- *** Help students balance the need for immediate employment with opportunities to prepare for future high paying careers.



Getting students actively involved with adults and acquiring the skills of interaction and decision making can enrich the classroom environment as well as stimulate students to excel and consider their future as adults.

Innovative Use of Community Guest Speaker

Local community adults can supplement a lesson or a unit by presenting related information about their jobs and careers.

Suggestions for speakers may come from:

- * Teacher nomination
- * Second careers of school staff
- * Local community organizations
- * Unions, fraternities, sororities and associations.

A card file can be started using these techniques and up dated, through student, teacher and speaker evaluations. The sample forms that follow may assist in the pre and post preparation and evaluation of classroom speakers. Please adapt them to your needs.

The term of Community Resource Person (CRP) will be used interchangeably with classroom guest speaker.

What Being a Community Resource Person is All About

WHO CAN BE A COMMUNITY RESOURCE PERSON?

Anyone in the community is a potential resource person for student learning, whether your work is manual, technical, volunteer or professional. Students benefit from seeing firsthand how adults manage their working lives. Teaching students through your job is something only you can do.

A RESOURCE PERSON CAN FILL MANY ROLES.

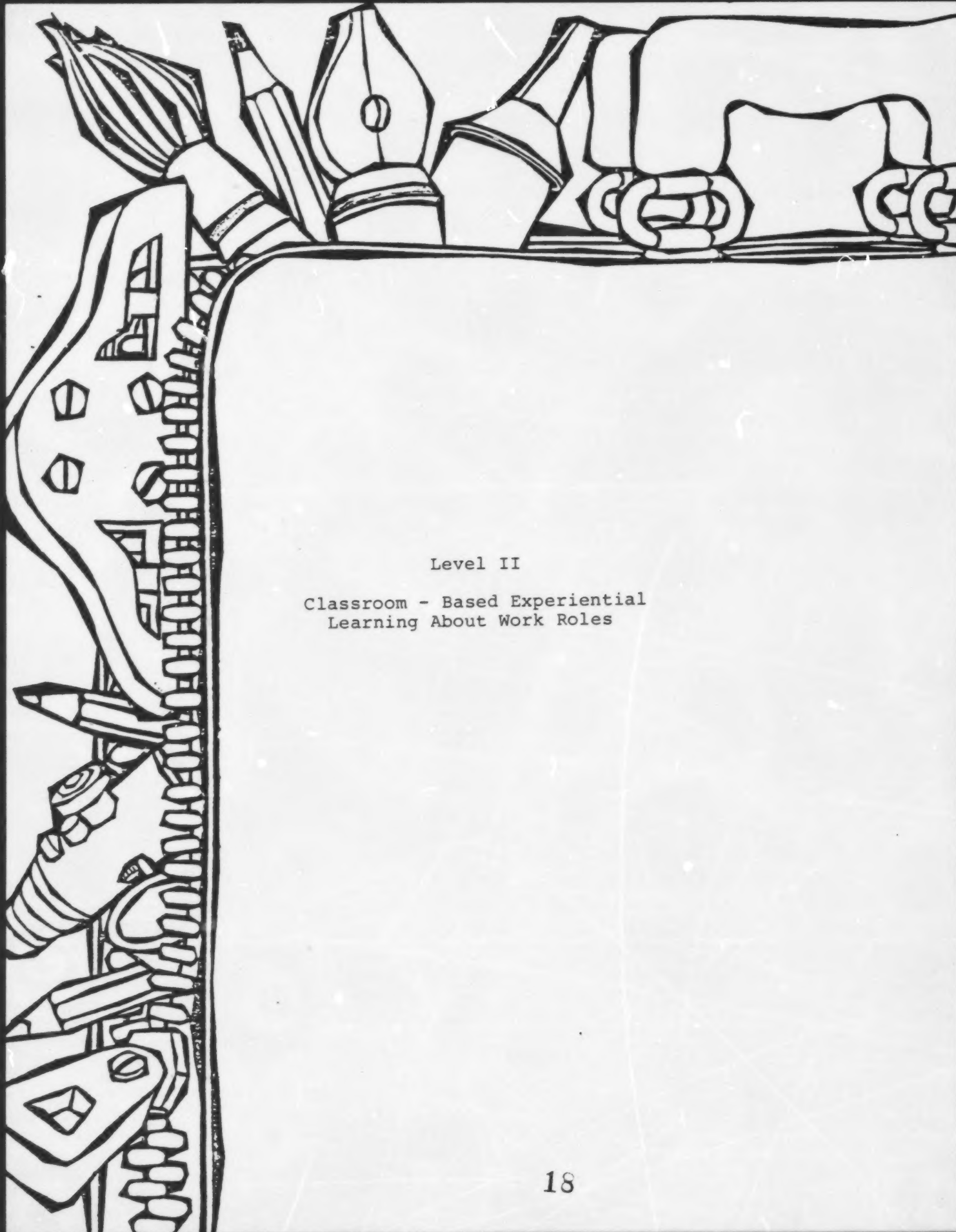
- Model: Students will be observing you as an adult, employee or employer, citizen and community member.
- Supervisor: Students will look up to you as someone skilled in specialized tasks and responsible for making decisions.
- Instructor: You will be helping students learn specific things as well as keeping track of student performance.
- Counselor: You will have opportunities to help students think through career, personal and academic questions -- sometimes merely by lending a sympathetic ear.

WHAT IS EXPECTED OF A RESOURCE PERSON?

A resource person should be able to relate easily to young people and feel comfortable doing the following:

- providing a clear description of your career
- defining your job's advantages and disadvantages
- devoting some of your job time to instructing students without feeling you're neglecting your own work.
- describing how your career affects family responsibilities, leisure time, active citizenship and lifelong learning.

Adapted from The community Resource Person's Guide for Experience-Based Learning, Northwest Regional Educational Laboratory, Portland, Oregon, 97204.



Level II

Classroom - Based Experiential
Learning About Work Roles

Process Checklist for Innovative Use of Community Resource People (CRP)

- ☐ 1. Community Resource Person receives the Student Information Form.
- ☐ 2. Preparation lesson
- ☐ 3. Community Resource Person presentation
- ☐ 4. Follow-up lesson
- ☐ 5. Evaluations
- ☐ 6. Teacher's Personal Assessment of Community Resource Person Presentation
- ☐ 7. Teacher Evaluation of Community Resource Person Presentation
- ☐ 8. Student Evaluation of Community Resource Person Presentation
- ☐ 9. Community Resource Person's Evaluation of Class
- ☐ 10. Integration into the curriculum

Student Information Form for the Community Resource Person

Dear _____,

We are pleased that on _____ from _____ to _____
(day) (date) (time) (time)

at _____ you will make a presentation
(location, street address, room or office)

for the following activity:

Class _____ Unit/Topic _____

Activity: (purposes, role of community resource persons, learning objectives, etc.)

The teacher in this class is: _____
(name)

(phone number and when to contact)

The class consists of _____ students in grades _____
(number)

Approximate ages are _____ years to _____ years.

Some unique features of the class are: (e.g. special interests of the students, competency levels, behavior characteristics, cultural values, etc.)

The students may be especially interested in:

Some questions you can expect from students:

Please call the person listed below to confirm your presentation and to relay the information that follows.

Some questions you would like students to ask:

Special equipment needed for your presentation:

We thank you for your participation.

School Staff Person

Title

Phone

Teachers
Pre - Presentation
Lesson

Community Resource
Person
(Speaker)
Presentation

Innovative Use of Community Resource People
Sample Lesson Plan

Title: Follow-up to Yesterday's guest (content is generic and can be adapted to any content area)

I. Introduction

A. Mental Set

Select some of these words or phrases that best describe your response to yesterday's guest:

new ideas boring made me think I want to know more
didn't understand old stuff didn't relate to class
helped me understand what we were studying
talked about it at supper last night I'll still remember
it next year suggested a possible job for me

B. Rationale

We need to think about how the guest's presentation yesterday helped us understand a new dimension of our unit on "x" and whether we know more about careers related to this topic.

C. Objective

The student will be able to articulate the connections between the CRP presentation and the unit being studied and possible related careers. In addition, students will participate in evaluating the relative value of the activity for future learning and for other learners.

II. Lesson Instruction

A. Survey

Ask students who missed the CRP presentation to identify themselves.

B. Supplemental Activity

Students who missed the presentation will meet separately with one student who was there and volunteers to "teach" them the major points by role playing the CRP.

C. Input

1. Elicit from students and help make a complete list of the major points of the presentation. List on the board.
2. Code according to the following:

? = I didn't quite understand the point
! = New and interesting and I'd like to learn more
* = New and interesting but I don't care to learn more
\$ = Helped me think about jobs or careers I might want or not want
3. List class activities that can be arranged to clarify the "?" ones and to learn more about the "!" and the "\$" ones. Explain that although not all of these activities will be done, they are possible and they indicate how all new information should be thought about in the context of our own lives and experiences.

D. Model

Teacher will give an example of how he/she made a career decision or was stimulated to learn more about something after talking with a person in the community.

E. Check for Understanding

Ask students to explain the code system and the reason for each code.

III. Guided Practice

In groups of 3-4, ask students to pick a topic with the "\$" code, "!" code or the "?" code and list steps they would take to either clarify or learn more. (Examples: call or write to the CRP, interview a person who does similar work, do library research, interview a relative, question fellow students or other teachers, enroll in a class, etc.) Small groups will then share ideas with the entire class.

IV. Independent Practice

Each student will pick one topic from the group discussion and will seek out additional information. This should be a homework assignment or can become topics for peer teaching in the next few days.

Ask students to complete Student Evaluation of CRP Activity

V. Closure

Bring back the group that was separated due to missing the CRP presentation and let both groups ask each other questions.

At the end of this follow-up lesson for every CRP presentation, the class or one student in the class should take the responsibility of writing a thank you letter to the guest.

Teacher Assessment of Community Resource Person (CRP) Presentation

Yes No

About the Class:

- ☐ ☐ Were they adequately prepared for the presentation?
- ☐ ☐ Did they understand what was expected of them?
- ☐ ☐ Did they participate actively?
- ☐ ☐ Did they become involved in follow-up actively?
- ☐ ☐ Were they able to see relationship between the experience and the curriculum?

Suggestions for next time:

About the Community Resource Person:

- ☐ ☐ Was she/he adequately prepared to meet the needs of the class?
- ☐ ☐ Did she/he understand what was expected and how to relate to the curriculum?
- ☐ ☐ Was the Community Resource Person comfortable and relaxed?

Suggestions for next time:

Yes No

About Yourself:

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | Was I adequately prepared to facilitate student interaction with the Community Resource Person? |
| ☐ | ☐ | Did I plan and implement the follow-up activities? |
| ☐ | ☐ | Was the interaction provocation for both the students and the CRP? |
| ☐ | ☐ | Am I prepared to integrate this experience with the on-going curriculum? |

Suggestions for next time:

Community Resource Person _____

Date of Presentation _____

Teacher Evaluation of the Speaker Presentation

Community Resource Person _____ Job/Career _____

Topic of Presentation _____ Date _____

1. Please rate the Community Resource Person (CRP) on the following:

	No			Yes	
a. Interested and challenged the student	1	2	3	4	5
b. Comfortable to the curriculum	1	2	3	4	5
c. Interacted well with the students	1	2	3	4	5

2. How would you estimate the CRP's response to your class

Very positive () Positive () Acceptable () Negative ()

3. How would you estimate the class's response to the CRP?

Very positive () Positive () Acceptable () Negative ()

4. Are there ways the CRP could/should have been better prepared?

Yes () No () If yes, please specify:

6. Would you recommend this CRP for other occasions?

in this class	Yes ()	Maybe ()	No ()
for younger students	Yes ()	Maybe ()	No ()
for older students	Yes ()	Maybe ()	No ()
for other classes	Yes ()	Maybe ()	No ()

7. Feel free to add mor comments.

Class _____

Grade _____

Date _____

Teacher's signature

STUDENT EVALUATION OF SPEAKER

SPEAKER: _____ JOB/CAREER _____

- | 1. Please rate each item: | WELL | | | NOT WELL | |
|--|------|---|---|----------|---|
| a. How well did you understand the purpose of the speakers presentation? | 1 | 2 | 3 | 4 | 5 |
| b. How well were you prepared for the speakers visit? | 1 | 2 | 3 | 4 | 5 |
| c. How well prepared was the speaker?* | 1 | 2 | 3 | 4 | 5 |

2. What was the best part of the speakers presentation?
3. What suggestions would you make to improve the speakers presentation for a future visit.
4. What new things did you learn from the speaker about their career?
5. Would you recommend that the speaker should be invited back next year?
6. Please rate the class interest and conduct during the presentation.
- ☐ Very Good ☐ Good ☐ Acceptable ☐ Not Good
7. Comments and any other suggestion:

RETURN THIS FORM TO YOUR TEACHER

Grade _____ Teacher _____ Period _____ Name _____
(Optional)

THANKS FOR YOUR HELP AND SUGGESTIONS!!!

GUEST SPEAKER'S EVALUATION

Thank you for your participation. Your honest feedback will enable us to continually improve planning for future speakers.

Name _____ Title _____

Business _____ Date _____

Session: A.M. ☐ P.M. ☐ Both ☐

Topic of presentation _____

1. How would you rate the overall experience?

Very successful () Successful () Unsuccessful ()

2. What was the most rewarding aspect? _____

3. Do you feel it was a productive learning experience for the students?

Yes () No ()

4. Do you feel the students were adequately prepared?

Yes () No ()

Comment: _____

5. Do you feel that you received adequate preparatory information

a) about the students? Yes () No ()

If no, what information do you feel would have been beneficial?

b) about the school? Yes () No ()

If no, what information do you feel would have been beneficial?

6. Would you be willing to do a similar presentation at a future Career Day?

Yes ()

No ()

7. Would you be willing to do a different presentation?

Yes ()

No () If yes, please specify topic or topics.

-
-
8. Please recommend other community resource people who might be willing to make similar presentations at our school.
-
-

9. Please feel free to add additional comments.

Peer Sharing About Personal Work Roles

Many young people by volunteering, doing household chores, participating in youth organizations and finding part-time jobs. The intent of this activity is for students to realize (and be recognized for) the social and economic worth of their personal "work experiences" and to learn the communication skills necessary to share the information with their peers.

The following ideas are a small sampling of peer teaching activities.

Some Ideas Around Which to Develop a Lesson Plan for Peer Teaching About
Personal "Work" Experiences

Social Studies:

1. Course: Citizenship
Unit: Citizenship and the Community

One student lives in a neighborhood where there is a "block-home" to help organize local needs and his/her mother is the current block captain. This student attended a meeting during which neighbors discussed the proposed commercial building which would increase traffic flow and endanger street games. In a role play for the class, one student represents the neighborhood and one represents the commercial interest.

potential related jobs/careers:

community planner
traffic engineer
attorney
commercial developer
real estate agent

2. Course: Modern World History
Unit: Southeast Asia

The local YMCA has a program to help recent Indochinese immigrants settle in the community, i.e., find housing and household goods, seek employment, make friends, enroll in schools with specialized language programs, etc. Two students on the Y baseball team are meeting with some new members of the community who might be interested in joining the Y sports programs. To the class they present the challenges, the rewards and the frustrations of this type of work.

potential related jobs/careers:

interpreter
counselor
teacher
immigration officer
social worker

Language Arts:

1. Course: Freshman English
Unit: Business Letter Writing

Two students were receiving micro-computer demonstrations at Radio Shack. One of the pieces of equipment broke and the salesperson said that the student who was operating it at that moment would have to pay. The two students write a formal letter to the manager indicating their enthusiasm about computers but their firm belief that they should not be held financially responsible for the computer breaking. The class responds to the letter from the perspective of the manager.

potential related jobs/careers:

business management
public relations
insurance officer
paralegal

2. Course: Modern Literature
Unit: The Short Story

One student stays home every other Tuesday afternoon to stay with his grandmother while his mother and father visit his grandfather in the hospital. During this two-hour period, he and his grandmother watch "the soaps" and make up alternative endings to the stories. The student writes up one of the new endings in a script form and the class act it out.

potential related jobs/careers:

story writer
therapist
journalist
t.v. producer

Math

1. Course: Basic Computational Skills
Unit: Fractions

A student goes to the lumber yard with her mother to buy wood so her uncle can fix the porch. She had to measure the porch and tell the lumber yard person how many 1 x 4's they needed to repair the half of the porch that was rotten. Based on this task she designs and teaches a lesson to the class.

potential related jobs/careers:

carpenter
lumber sales
architect
math teacher

2. Course: General Math
Unit: Map Reading

A community resource person who came to the class last week didn't know where the school was so two students drew a map and sent it to him. When he came, he complimented the students for the clarity and aesthetic qualities of their map. They present to the class the process they used to design it.

potential related jobs/careers:

graphic artist
cartographer
AAA employee
travel advisor

Science

1. Course: General Science
Unit: Basic Electricity

One a recent evening a student turned on the radio in a house where he was babysitting. The lights went out, the t.v. went off, the stereo stopped, the refrigerator went silent, the washing machine stopped, so did the dryer and the children started to cry. He had to find candles and place them safely while taking a flashlight to the basement to find the fuse box. He describes to the class, 1) how he calmed the kids, 2) why the lights went out and 3) how he changed the fuses.

potential related jobs/careers:

electrician
child psychologist
fire inspector

2. Course: Earth Science
Unit: Soil

Every Saturday, one student has to help her father pull weeds, trim hedges, do the lawn and fertilize. When a cousin from San Francisco came, she had to explain how to help, i.e., how to pull the roots of the weeds, when they trim which hedges and why, and what to use as fertilizer, etc. For a presentation to the class, she makes a calendar that indicates the garden maintenance chores that must be done each month for the region in which she lives.

potential related job/careers:

landscape architect
gardener
agricultural specialist
nursery owner

Career Decision-Making Unit

While high school youth are just starting to make a decision about a career, they are also ready to learn the skills of systematic decision making. This comprehensive unit teaches the seven-step decision-making process and helps students assess work roles and careers in relation to personal interests, values and skills.

A thirty minute videotape is available through the Career Education Resource Center for your viewing. This film is a classroom demonstration of such a lesson.

7-STEP

DECISION-MAKING PROCESS

1. STATE THE DECISION TO BE MADE
2. GATHER PERTINENT INFORMATION
3. LIST ALTERNATIVE DECISIONS
4. CONSIDER CONSEQUENCES OF EACH ALTERNATIVE
5. MAKE A DECISION
6. TAKE ACTION OR MAKE A PLAN FOR ACTION
7. EVALUATE YOUR DECISION



Career Decision-Making Unit Objectives and Outcomes

1. The learner will demonstrate understanding of the importance of the decision-making process by listing at least three significant personal and/or career benefits of systematic decision-making.
2. The learner will demonstrate knowledge of the 7-step decision-making process by giving an example of how to apply each step.
3. The learner will demonstrate understanding of the relationship between values and careers by listing at least three personal values and/or life style preferences that could influence his/her career decision-making.
4. The learner will demonstrate an awareness of career opportunities and labor market realities by listing three jobs for which demand will increase in the near future.
5. The student will demonstrate decision-making skills by applying the 7-step decision-making process to a selected situation.

Career Decision-Making Unit-**Lesson #1**

I. Introduction

A. Mental Set

"First let's weigh all the facts."

"Oh, it's all in the cards, anyway."

Put both quotations on the blackboard and ask students to identify which is an example of systematic decision-making.

B. Rationale

"They" say that we learn from our mistakes. That can be true, but since we don't want all of our learning to be that way, we must also learn to make good decisions without making mistakes. This is particularly true when we start to choose jobs, since we can't afford to make too many mistakes in that area of our life and still live comfortably.

C. Objective

Students will understand the importance of the decision-making process by listing at least three significant personal and/or career benefits of systematic decision-making.

II. Lesson Instruction

A. Survey

Ask students to list some personal and career benefits of making good decisions based on a systematic process.

B. Peel-off

Option: Students who have no trouble arriving at some appropriate benefits should spend this class period playing "The Life Careers Game" or another appropriate activity.

C. Input

Decision-making is basically the act of selecting from two or more possible choices regarding something you want or need.

Having good decision-making skills will increase your chances of getting what you want. Poor decision-making skills leave it up to chance, luck, or someone else's decision (someone who does know how to make one).

List some decisions you might make:

What to eat
Whether to read a book or watch T.V.
Whether to buy a horse or buy a car
Whether to work for \$3.50 per hour or for \$7.80 per hour

Which of these decisions would you want to leave up to chance or to someone else who will decide based on his/her interests, rather than on yours?

Decision-making is influenced by certain factors:

Factor #1: capability e.g., if you don't know how to drive a car, you can't choose between walking and driving

Factor #2: environment, e.g., if you know how to drive a car, but there isn't one available, you can't choose to drive.

Factor #3: willingness (values), e.g., if you know how to drive a car, but it is snowing and you're afraid to drive in it, then you won't choose to drive.

These factors must be considered as we seek possible decisions to a problem or a question.

D. Model

Give the class an example of something that happened to you (or to a person the class is reading or learning about) which was a result of not knowing how to make a decision:

example: bought a stereo and paid too much cause I didn't do comparison shopping.

example: chose to enroll in the wrong class because I didn't weigh both the long-term and short-term benefits of each

example: took the first job I was offered and then realized that if I had looked at other possibilities I could have found a very similar job that paid more.

I. Introduction

A. Mental Set

Pick a few examples from yesterday's lesson to share with the group as a review and as a model of understanding the benefits of good decision-making.

B. Rationale

Now that we know the reasons why we should be skilled decision-makers, we need to learn how to do it.

C. Objective

The student will demonstrate knowledge of the 7-step decision-making process and will be able to apply each step to a personal, school, or work related situation.

II. Lesson Instruction

A. Survey

Ask students to write a list of each step they think one should take in order to make sure that a decision would be made logically and systematically.

B. Peel-off

Students who have lists that closely resemble the 7-step decision-making (or problem-solving) process should be given a team assignment that involves application of the process to a school or community issue that is important to the team.

C. Input

Assure students that systematic decision-making does not always result in the most pleasant or desirable result.

What is a Good or a Poor Decision?

Have you ever made a poor decision? Try to think right now of one poor decision you have made. Maybe you will think about the worst decision you ever made or your most recent poor decision or some "secret" poor decision. In any event, think about the poor decision now.

Why do you consider it a poor decision?

When most people say a decision is poor, they mean the result was not what they wanted. "It didn't turn out the way I thought it would." "The outcome wasn't good." "Things didn't happen right."

Good decision-making will minimize the possibility of getting an unfavorable outcome, but it cannot eliminate the possibility. The best protection you have against an undesired outcome is a good decision.

One of the first lessons in decision-making is to learn to make the distinction between a poor decision and a poor outcome, or a good decision and a good outcome--or the distinction between a decision and an outcome.

A decision is the act of a person in choosing, selecting, and deciding among several possibilities based on his judgments.

An outcome is the result, consequence, or aftermath of that person's act or decision.

The important difference is that a person has direct control only over the decision, not the outcome. If you make a good decision, it will not guarantee a good outcome, because you cannot control the outcome. However, learning how to make good decisions will increase your chances of getting good outcomes. So, what is a good decision?

A good decision, as defined here, is one in which the skills of decision-making are used to choose the alternative that is best according to the decision-maker's preferences. It requires the application of certain skills, for example the ability to clarify values, to acquire appropriate information, and to assign probabilities.

In other words, the "goodness" of a decision is based on how it is made, not later, when the consequences are known. For example, imagine that today you are going to participate in a lottery. A fair coin is to be tossed, and you are to call heads or tails. If you call this toss correctly, you win \$50.; if you don't, you win nothing. You decide to call heads. The toss is tails. Was yours a poor decision? Why?

So even though we can't absolutely guarantee the best outcome here are the steps that will at least increase our chances:

1. State the decision to be made
2. Gather pertinent information
3. List alternative decisions
4. Consider consequences of each alternative
5. Make a decision
6. Take action or make a plan for action
7. Evaluate your decision

Ask students to check their own lists and see how many of the steps they already knew about. Ask students to critique the 7-steps; perhaps the class would like to adapt this 7-step process so that they feel more group/personal ownership in the system. (The teacher must make sure that none of the essential elements are left out, but could encourage the class to rewrite it in their own terms).

D. Model

Will be incorporated into Guided Practice as teacher input.

E. Check for Understanding

Ask students who may be unclear to paraphrase or offer examples of each step in the process.

III. Guided Practice

In a group exercise with the entire class, role play solving a problem that is offered either by the teacher or by a student. One example is included here.

1. State the decision to be made:

Do I need to find a job this spring if I want to buy a 10-speed-bike by summer time?

2. Gather pertinent information:

How much does a new bike cost? Am I willing to settle for a used one? Can I pay on time rather than cash on the line? If so, how much interest will I pay? What are my existing resources (e.g., money saved, money from parents, things I could sell)? Are there jobs available after school and on weekends? Do I have time to work? Am I old enough to work? If I do find a job, how much will be actual "take home" pay? etc.

3. List alternative decisions:

a. Forget the bike

b. Go for a new one, and:

1. Save my resources and look for the best paying job I can find, or
2. Pool my resources and find a job I will enjoy regardless of pay, or
3. Pool my resources, sell everything I have that I don't need or use, and find a job that pays me enough to make the difference

c. Decide on a used bike and consider the above options

d. Enter contests to try to win a bike

e. Steal a bike

f. Learn to build a bike by collecting used parts, etc.

4. Consider consequences of each alternative

a. No transportation this summer

b. b.1. Will still have my savings and might even earn extra money

b.2. I may not have extra cash, but I'll have a good time working

b.3. The combination of what I've already saved "spring cleaning" might even result in enough money without looking for a job, but if I work anyway, I'll save even more money.

- c. Same as b.
- d. Chances are I won't have a bike-
- e. Chances are I will get caught and if I don't get caught, I will always know that my pleasure is at the cost of another person's pain.
- f. My bike might be ugly, but with a little practice, I could earn money by doing bike repair.

5. Make a decision

b.2. Pool my resources and find a job I will enjoy.

6. Take action or make a plan for action

Add up my resources. Know how much money I will need. Give me a month to see what jobs are available, talk to employers and employees, maybe even volunteer for a day to see what the job is like, apply for at least three jobs that I think I would enjoy and would result in enough income to buy the new bike.

7. Evaluate your decision

Followed each step, was lucky to have more than one potential option, realize that my values influenced me because I did opt for a new rather than a used bike and I did choose a legal path; don't know yet for sure that I'll earn enough for the bike, but I do know that I gave it my best effort.

IV. Independent Practice

Divide students into pairs or teams of four. Individually they will go through the process with a problem or decision they have chosen. The pairs or the teams will then check and assess each other's work for inclusion of all the steps and evaluation of the decision. Guide a discussion of the decision-outcome issue.

V. Closure

Give a short written test in which a hypothetical decision problem is given and the students complete the remainder of the steps.

I. Introduction

A. Mental Set

When Alice in Wonderland was trying to decide which way to go during her travels, she asked the Cheshire Cat,

Alice: "Would you please tell me which way I should go from here?"

Cat: "That depends on where you want to get to"

Alice: "I don't much care where..."

Cat: "Then it doesn't matter which way you go"

If you don't care, it doesn't matter what choice you make. If you do care, then it's important to know what you want so you can decide how to get there.

B. Rationale

If you understand yourself and your values, you'll be able to make active use of that information. Think back on how we gathered information and listed alternatives; review in your mind how much less efficient you would have been without the information related to interests and values.

C. Objective

The student will demonstrate understanding of the relationship between values and careers by listing at least three personal values and/or life style preferences that could influence his/her career decision-making.

II. Lesson Instruction

A. Survey

Because life-style preferences and values continue to develop with maturation, and because career decision-making may recur at different stages in life, all students should be present for this lesson.

B. Peel Off

Not applicable

C. Input

1. Adapted from Decisions and Outcomes, CEEB, 1973:

Decision-making has been described as using what you know to get what you want. This means you must know what you want.

Strangely enough, people often are not sure what they want.

Values are sometimes "private"
Value may change
Values may conflict

- B. Pass out "Value Packs." Each "Value Pack" contains a bundle of slips of paper on which are listed the following values (with definitions if necessary). Ask students individually to rank order the values:

Recognition	Wisdom	Altruism
Wealth	Pleasure	Physical Appearance
Achievement	Creativity	Power
Knowledge	Health	Independence
Justice	Loyalty	Skill
Honesty	Love	Religion
Friends	Family	Emotional well-being

- C. Class can then discuss their choices and what effect their priorities would have on a decision about careers or education.

- D. Model

Share with your class some of your personal interests and values that influenced you to decide to become a teacher (e.g., like summer vacations, enjoy the independence of writing own lesson plans, value knowledge and helping others acquire it, etc.)

- E. Check for understanding

Checking for questions and comments should be ongoing throughout the lesson.

III. Guided Practice

Present to students (either individually or in groups) a famous person they are studying or reading about (real or fictional). If the career of that person is known, ask the students to identify some of the person's values that may have influenced his/her choice. If the career of the person is not known, ask students to select one or two possible jobs he or she might choose based on their values or interests.

IV. Independent Practice

Students could list five personal values and list two jobs that would allow those values to flourish and two jobs that would conflict with those values.

or

Students could interview three workers to try to prove or disprove this statement: "career satisfaction is greatest when the job actively reflects a person's interests and values."

V. Closure

Ask students to create a Personal Career Time Capsule by writing a "note to myself" that should be read in four years:

Dear Me: Today I learned something that I want to be sure to remember when I start looking for work; I learned that...

Fondly,

45

Me

It is not always easy to say what you value.
Do you know what you want?
Write down three things you want most in life:

1. _____
2. _____
3. _____

What are you doing to get what you want?

Write down an action you have taken lately that is related to each think you just listed.

1. _____
2. _____
3. _____

This activity might help you discover what you want and value:

Write three actions you would take in each of the following situations:

A. You have just been elected President of the United States.

1. _____
2. _____
3. _____

B. You have just been given \$1,000,000 (tax free).

1. _____
2. _____
3. _____

C. You could do anything you want for one entire year.

1. _____
2. _____
3. _____

A. Ask the questions: What is the "pursuit of happiness" for you? What is it for others? Is it different for everybody? What makes it similar or different for people? Lead a group discussion around the questions.

I. Introduction

A. Mental Set

Question:

What would you be if all you know how to do is repair a Model T Ford?

Answer:

An unemployment statistic

B. Rationale

Many jobs that exist today will not exist five years from now. Five years from now there will be jobs for us that aren't yet well-known. You could prepare now for a job that doesn't even exist yet and be better prepared than those who haven't "predicted the future."

C. Objective

The student will demonstrate an awareness of career opportunities and labor market realities by listing 3 jobs for which demand will increase in the near future.

II. Lesson Instruction

A. Survey

Ask students to list at least 3 jobs or careers for which there will be an increased demand, or need in the future (e.g., solar engineer, computer programmers, air traffic controllers, mass transit analyst, etc.).

B. Peel off

Students who can accurately list four or more jobs should go to the

C. Input

1. Present information from possible newspaper articles.

U.S. News and World Report, October 15, 1979, "The Best
Jobs for Women in the '80's", Woman's Day, January 18,
1980 and 1980-81 Occupational Outlook Handbook.

Some facts:

- fact: A 1980 Department of Labor (DOL) forecast predicts that more than half of the job openings available between 1978 and 1990 will be in white-collar occupations (i.e., professional, technical, managerial, sales, and clerical). Nearly one-third of these will be newly created jobs.
- fact: Unemployment may not decline in the 80's because many new workers will not be properly trained for the available jobs.
- fact: Computer technology will create many new skilled job and decrease the need for others, such as office machine operators.
- fact: More scientists, engineers and technicians will be needed as we become more committed to alternative energy sources, mass transportation, and environmental protection.
- fact: Many skilled jobs that do not require a college education will be in demand, such as mechanics, heavy equipment operators, health technicians, insulation workers.
- fact: Occupational safety and health will be an important issue in the 1980's.
- fact: The part-time job will increase in popularity and acceptance in response to the needs of young people, women, and older workers.
- fact: ten careers where the number of jobs could double by 1988:

Air conditioning, refrigeration, heating mechanics
Computer-service technicians
Dental hygienist
Emergency medical technicians
Health-service administrators
Industrial-machinery mechanics
Insulation workers
Marketing researchers
Occupational therapists
Sewer-plant operators

Other sources of information can be found in recent publications by the Bureau of Labor Statistics

D. Model

Do a "one-person role play" for your students. Pretend that next year you are moving to another city where there are no teaching jobs available. Discuss how you might use some of the information just presented as you prepare to seek employment in a new field.

E. Check for Understanding

This should be on-going; the lesson will conclude with a short content quiz.

III. Guided Practice

In a modified jig-saw approach, ask groups to select one career area where there will be growth in the next decade and research the kind of education and training it would require. Keep a visible list of all the jobs identified.

IV. Independent Practice

Ask each student to select one of the jobs identified in the guided practice activity that he or she may be interested in pursuing and write a paragraph describing how that job is a reflection of his her personal values.

V. Closure

Administer a quick quiz based on the facts you presented.

Career Decision-Making Unit-Lesson #5

I. Introduction

A. Mental Set

"Not to decide is to decide"

Ask students to interpret what this means. Be brief and move right into the rationale.

B. Rationale

Practice makes perfect, or why did we learn all this stuff if we aren't going to use it?

C. Objective

The student will demonstrate decision-making skills by applying the 7-step process to a selected situation.

II. Lesson Instruction

A. Survey

All students should be required to participate in this culminating lesson, since it will also serve as overall assessment and a basis for prescription of individualized follow-up activities.

B. Peel off

Not applicable

C. Input

Tell students that this is their opportunity to make sure they know how to use the decision-making process and to ask questions if they are unclear about certain aspects.

"Input" for this lesson is a quick review of the four previous lessons. Elicit this from the students.

Tell students that they will be presented with some hypothetical situations. The assignment will be to select one (or offer one of their own choosing) and complete, in writing, each step of the decision-making process.

D. Model

Refer back to the guided and independent practice in Lesson #2.

E. Check for Understanding

Ask if there are any last-minute questions before the hypothetical situations are presented.

III. Guided Practice

It is assumed that adequate guided practice has occurred during the earlier lessons and at this time concentration should be on the assessment of individual skill development. Therefore, move directly into Independent Practice.

IV. Independent Practice

Present the following hypothetical situations to the students:

- Should I choose a summer job that pays a wage high enough to buy a car or one that pays less but could lead me to a potential future career?
- Should I buy a new high-mileage car, or one that is older, less expensive, cheaper insurance, but gets fewer miles to the gallon?
- Should I prepare myself to be a computer technician where I know there will be jobs available in the future or to be in a human service field that I feel personally committed to, but where there may be very few jobs in the future?
- Other suggested situations

V. Closure

Student's written work will be collected and assessed by the teacher. Ideally this unit will conclude with an individual conference with the student and the teacher to discuss potential career explorations the student would like to pursue this year.

Team Learning Projects

Students divide into teams to work on experiential learning projects (or contracts) that relate career-oriented activities to the daily lessons. The project activities can be assigned by the teacher or suggested by students or community resource people; in any case, students motivation increases when they are involved in selecting projects activities that are of personal interest. Each project has potential for using local community resources, but that is optional since Level II focuses on classroom-based rather than community-based activities.

Example:

In a math class, a team of students plan, create and distribute a guide that correlates metric and non-metric measurements. As part of the project, they research and list careers that require the skills they have used in creating and distributing the guide.

Example:

In a science class study energy, a team of students researches practical applications of five forms of energy production: nuclear, solar, coal, hydroelectric and oil. They investigate local applications of each and culminate their project with a multi-media presentation depicting the pros and cons of each.

Level III
Community-Based
Learning About
Work Roles

Community-Based Learning
About Work Roles

As students begin to venture into the community to interact with and learn from local adults, they increase their communication skills as well as develop self-confidence. They also begin to understand that learning is a lifelong process and is not confined to the four walls of a classroom.

Preparation for
Community-Based
Learning

It is critical that both the teachers and the students feel "ready" to use community resources outside of the classroom. (Some students are not yet ready to venture off the school grounds; for them, community resources can be represented right in the school by functions such as maintenance, nursing, food service, etc.) This level provides objectives for a unit to teach skills such as setting a goal for a learning experience in the community, introducing oneself to an adult and responding to unanticipated events.

Example:

Students are asked to write a paragraph describing how their first impression of someone determined the way they felt about and how they treated the person. The teacher then leads a class discussion about "first impressions"; this leads to generalizations about appropriate dress and behavior when first visiting a resource person/site.

Example:

The teacher elicits from students a list of all the things that could possibly go wrong when setting up an appointment with someone. The list may include such items as, the person isn't there yet or is in a meeting; the bus is late, so the student will be late; or the person forgot the student was coming. For each of the possible incidents on the list, the students are asked to suggest an appropriate course of action.

Group Visit to Local Work Sites

"Field trips" are certainly not a new activity for middle school youth. However, The Study Of Work extends the classroom with a structure that helps the students make connections between school and their own future plans. Group visits are preceded by the curriculum activities already described here, which help students think about personal values and career planning. Students are taught specific lessons in the classroom before and after a field trip so that the activity fits neatly into the curriculum and is integrated with lessons that follow.

Example:

In a language arts class studying sentence structure, the class takes a trip to a local radio or television studio. Students interview a script writer whose professional status depends on language facility. In preparation for this visit, students write a script and then ask the station writer to critique it for the class. Follow-up activities include thank you letters, rewriting the class script, researching different careers in writing, etc.

Example:

In a math class reviewing basic skills and percentages, a class decides to visit a local tax consultant to discuss errors that people commonly make, the financial consequences of these errors, and ways to prevent them. In preparation for this trip the students work on their own tax forms; during the visit they ask the resource person to "evaluate" them for accuracy. After the visit, the class lists all the ways that mathematical accuracy can save money for an individual.

Projects in the City

ed team, these community-based pro-
ach the skill of interviewing. Be-
to leave school setting, the
e as well as in person.

team of students write an news-
ter. One of the projects activ-
retirees about their careers.
career histories, they send
spread" before inclusion in the
ty, students indentify which of
st and research some of the causes.

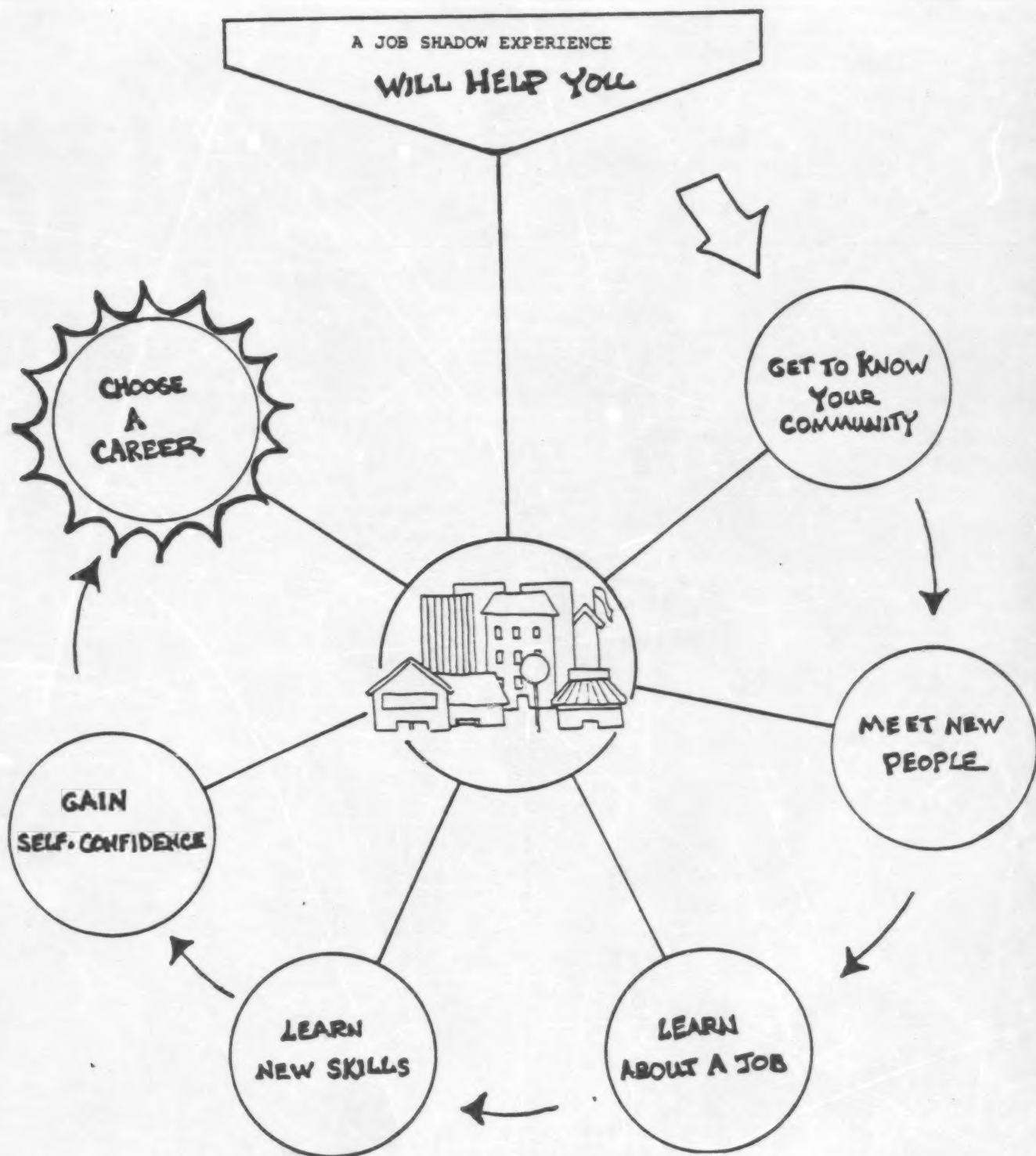
er Sharing About Personal Work
er realizes that some people
at she had previously thought of
et up with a landscape gardener
interested in gardening while
er explains how she attended a
nd then set up a business on

Half-Day Shadow Experience

Throughout THE STUDY OF WORK, the students have been learning skills related to decision making, working together and relating to adults. They have also been acquiring some general information about the world of work. Although they are not yet ready to make a career "choice," many youth are ready for a more in-depth and personal experience with a job or career of potential interest. In this activity, a student spends one-half day "shadowing" a worker at a job of the student's choice. All of the previous activities serve to prepare the student for this career "exploration." During the experience, students complete an Exploration Guide, a workbook of activities that structure and document what is seen and learned.

Example:

One of the students who worked on the team learning project at the Retirement Center becomes interested in returning to spend a half day with the Center program director to learn about jobs in the field of geriatrics.





Level IV

A Logical Extension

Internships, the culminating activity in Level IV, can be structured in a variety of ways: community service project, actual "work experience," research project, volunteering, etc. Whatever the focus, the value of internships emerges from the student's participation in a structured activity that the student has chosen and helped to design, that is closely tied to the student's personal interest and that has social/economics worth. Extensive personal and social benefits can occur when the internship involves a community service.

Although not yet a part of The Study of Work, a logical extension --- a fourth level --- will give students structured experiences in using local community resources to gather accurate information and formulate preliminary career plans.

Level IV. Internships In The Community

- A. Career Explorations
- B. Job Search Skills
- C. Career Learning Projects
- D. Internship

These activities could provide a smooth transition from high school to the world of work or higher education. Due to the intellectual and social diversity of 10-14 year olds, Level IV is used most appropriately on a selective basis with the following students:

- * Those who have developed a positive relationship with an adult mentor
- * Those with a special new interest they could consider as a potential career opportunity
- * Youth who are approaching a decision about enrolling in a high school early to seek full-time work
- * Youth who have difficulty learning in the traditional school environment
- * Youth in talented and gifted programs

Resources

This list is not exhaustive; it will, however, provide a beginning for those who want more research and information.

Blyth, Dale and Elizabeth Leuder Karnes. Philosophy, policies, and programs for Early Adolescent Education: An Annotated Bibliography. Westport, CT: Greenwood Press, 1981.

Boston YWCA. Connections: Women and Work and Skills for Good Jobs. Washington, D.C.: U.S. Department of Education, 1980.

Coppock, Nan and Norman Hale. "Middle Schools," School Management Digest, Series 1, No. 4. Burlingame, CA: Association of California School Administrators, 1977.

Hawkins, David and Joe Weis. The Social Development Model of Delinquency Prevention. Seattle, WA: Center for Law and Justice, University of Washington, 1980.

Jones, Robert S. and Kenneth McEwin. "Creative Learning Environments in the Middle School," Childhood Education, 56 (1980): pp 146-150.

Lipsitz, Joan. Growing Up Forgotten: A Review of Research and Programs Concerning Early Adolescence-A Report to the Ford Foundation. Lexington, MA: D.C. Heath and Co., 1977.

Lounsbury, John H. and Gordon E. Vars. A Curriculum for the Middle School Years. New York: Harper and Row, 1978.

McClure, Larry; Sue Cook; Virginia Thompson. Experience-Based Learning: How to Make the Community Your Classroom. Portland, OR: Northwest Regional Educational Laboratory, 1977.

National Commission on Resources for Youth. New Roles for Early Adolescents. New York: NCRY, 1981.

National Commission on Resources for Youth (NCRY) is an independent, nonprofit organization to expand opportunities for young people to assume active, responsible roles in their communities--what NCRY recently merged with the Institute for responsible Education, 605 Commonwealth Avenue, Boston, MA 02215.

Principal 60, No. 3, January 1981. Issue devoted to "Surviving Adolescence: Have the Middle Schools Found the Secret?"

The Center for Early Adolescence University of North Carolina
at Chapel Hill
233 Carr Mill Mall
Carrboro, NC 27510

The Center began in 1978 to help adults who work with early adolescents; it provides information, consultation, resources, newsletters, monographs, training workshops and regional conferences.

Wiles, John and Joseph Bondi. The Essential Middle School. Columbus, OH: Charles Merrill, 1981.